



Ashby Willesley Primary School, Packington Nook Lane, Ashby-de-la-Zouch, Leicestershire LE65 2QG

Part of the Symphony Learning Trust

Telephone: 01530 413654 Email: office@willesley.leics.sch.uk Web: www.ashbywillesley.org.uk

Executive Headteacher: Mr M Brookes Head of School: Miss S Rainbow Deputy Headteacher: Mrs C Dilks

SEND Local Offer 2018/19

Key Information:

School Name: Ashby Primary School (Part of the Symphony Trust)

Address: Packington Nook Lane, Ashby de la Zouch, Leicestershire LE65 2QG

Telephone Number: 01530 413654

Head teacher: Mr Matthew Brookes

Head teacher Contact Details: office@willesley.leics.sch.uk

Website Address: www.ashbywillesley.org.uk

Twitter Details: @Willesleyschool

Age Range of Pupils: 4-11

Last Date of Inspection: 8-9 February 2012

Outcome of Last Inspection: Good (prior to academy conversion)

Does the school have a specialist designated unit: No

Tell me about the kinds of SEND for which provision is made.

Ashby Willesley Primary School makes provision for children with various SEND and disabilities that can be appropriately met in a mainstream setting. We have a hard working and caring team who strive to work alongside parents in the best interests of all the children who attend this school.

We do not have a specialist unit but we work hard to be an inclusive school.

How does Willesley identify and assess pupils with SEND?

There are a number of ways in which we might identify and assess children with SEND, including:

- Communication with the pre-school setting
- Communication with parents
- Communication with other services involved with a child (e.g. GPs, school nurse, paediatricians, hearing impairment team, visual impairment team, speech & language therapists; occupational therapists; social services including - social workers, Autism Outreach, ADHD Solutions, Specialist Teaching Service, CAMHS and Educational Psychologists.
- Concerns raised by a class teacher or other staff member

Evidence could include:

- Assessments by the SENDCo or teachers
- Parental/carers' interviews
- Medical notes
- Reports from other agencies
- Individual pupil tracking on school assessment system

Can you give me some information about provision for pupils with SEND, whether or not pupils have Education Health and Care (EHC) Plans, and how Willesley Primary School evaluates the effectiveness of its provision for such pupils and reviews the progress of children with SEND?

- Once a child is identified as having a Special Educational Need, parents will be informed, usually through a meeting with the class teacher.
- The child's provision will be set out on a class based provision map to address initial concerns to see if the desired outcomes can be met through additional intervention. It may include: speech therapy support; use of technology or specialist equipment in class for children to be able to access their learning; one-to-one or small group support with the class teacher or teaching assistant for a short or longer term; or a specialised support programme designed to meet a child's specific needs
- If external services become involved, the child will have a pupil passport (personal learning plan) drawn up. Parents and the child will be involved in drawing up the pupil passport and reviewing it.
- If a child has a pupil passport the parents will be offered a twice yearly meeting to discuss their child's progress and any other questions or concerns they may have. The SENDCo is available and parents can request an appointment at any time during the school year.
- The class teacher monitors the progress of the child and discusses it with the SENDCo and Head of School at least three times a year. These meetings review how successful the intervention has been and what support can best be implemented next. Our support is underpinned by targets that are SMART in order to assist and focus our evaluations. The outcomes of these meetings are integral to the termly meetings with parents. Parents' views are considered when we set our intervention programmes for each child.
- Staff and phase meetings are held to discuss intervention and progress. Training and good practice are shared.

What is Willesley's approach to teaching pupils with SEND?

- We endeavour to be an inclusive school and for most children with SEND, their individual support will be met in class or in a nearby room.
- We believe in positive small steps and celebrating success with children and parents. We set challenging but achievable targets for children.
- We believe in working in partnership with parents, children and, where appropriate, external agencies.
- We try to take on board advice that we receive and adapt our intervention as appropriate to meet the needs of all our children

How does Willesley adapt the curriculum & learning environment for pupils with SEND and provide additional support for learning that is available to pupils with SEND?



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- The SEND budget is allocated each financial year. The money is used to provide additional support and resources dependent on children's needs.
- We provide funding to ensure our SENDCo can meet to discuss progress and to plan for further good practice
- We try to ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available.
- We have a team of LSAs who deliver programmes designed to meet groups of children's needs.
- Quality First Teaching is important at Willesley to ensure that best practice is shared and monitored. Class teachers plan lessons in accordance with the needs of the children in their class. Planning is adapted on a daily basis, depending on the evaluation of the previous lesson and how the children's learning progressed.
- Trained HLTA and LSAs support children, meeting the demands of teachers' plans, in class and in small groups
- Our learning environment is almost fully accessible. We have a disabled parking bay, ramps, bathroom, hoist and some power assisted doors.
- We endeavour to incorporate the advice of external agencies into our curriculum using specialised or adapted equipment for children with SEND

What activities are available for pupils with SEND in addition to those available in accordance with the curriculum?

- The curriculum is planned to be accessible by every child.
- We carry out risk assessments on all trips and ensure a suitable number of adults are in attendance based on the needs of the children on the trip.
- Extracurricular school clubs are available to all pupils and if possible adjustments will be made to support the participation of vulnerable pupils.
- Health and safety audits will be conducted as and when appropriate.

What support is available for improving the emotional and social development of pupils with SEND?

Support we can provide in school may include:

- SEND Champion
- PSHE activities
- Nurture groups
- Social skills and friendship groups
- Behaviour programmes including rewards and sanctions.
- Peer support or shadowing
- Home/school contact books
- Medicines can be administered in school with signed parental permission providing the medication is prescribed by a doctor. There are nominated first aiders in school holding paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the Head and SENDCo to discuss how we can best support you and your child.

- The class teacher has responsibility for the overall well-being of every child in their class. **If you have any worries speak to the class teacher first.** If further support is needed the class teacher will speak to the SENDCo or Head teacher

Can I have some information about the expertise and training of staff in relation to children and young people with SEND and specialist expertise which may be secured?

- Our SENDCo has the national SEND Coordinator qualification
- All our teaching staff are fully qualified teachers
- Our nursery nurse and HLTA is qualified to Level 3
- Some of our staff have epipen first aid training
- A number of staff have paediatric first aid training
- A number of staff have epilepsy training
- A number of staff have diabetes training
- Three senior staff are designated senior persons for Safeguarding and all staff have regular safeguarding training
- The majority of staff have had entry level Autism training
- The SENDCo has higher level Autism training
- The SEND Champion has undertaken a range of courses pertinent to the level of support she can offer

Support from other services may be accessed as appropriate, for example:

- Educational Psychology Service
- Autism Outreach Team
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing)
- ADHD Solutions
- Hearing Impairment/Visual Impairment teams
- Paediatricians
- Social Services
- School Nurse
- Specialist Teaching Service

How do we ensure parents and children's views are listened to?

- At Willesley, we value parents and we feel it is very important that home and school work closely together.
- Through a strong partnership we can share our expectations, foster an understanding and celebrate your child's successes.
- We operate an open-door policy which allows parents to contact their child's class teacher, either at the end of the school day or via a telephone conversation
- A member of staff is at the school gate every day to meet and speak to parents
- The Head teacher will, whenever possible, see parents without an appointment
- Parents are invited to attend two parents' evenings throughout the year

- If your child has a pupil passport, you will be invited to review and agree new targets for your child as well as feedback on the pupil passport that is just closing.
 - If your child has an EHCP, you will be invited to attend an annual review.
 - Parents are invited to become involved in school-life through a number of means e.g. WASPS (PTA); hearing children read and ongoing invitations to school events such as class assemblies, nativity, carol service, harvest, sports day etc.
 - We host meetings for parents for information in the lead up to residential visits and Secondary Ready Tests
 - We ensure that we have the full quota of Parent Governors on our Board of Governors
 - Children review their own progress against pupil passport targets with the teacher
 - Children take part in setting their own targets and in reflect and review of their targets and their work
 - We have a School Council and “Willesley Jobcentreplus” which all children have the opportunity to volunteer for.
 - PSHE times give children the opportunity to express their thoughts and feelings. Alongside this, we are promoting Positive Mental Health by focussing on agreed core values based on ‘Route to Resilience’.
- If your child has an EHCP, their views will be sought before any review meetings.

What can you do, if you wish to raise a concern or make a complaint about SEND provision?

- In the first instance, if you have any concerns, please see the Class Teacher. In the vast majority of cases, he/she will be able to resolve the issue for you
- If you have further concern, please feel free to contact the SENDCo.
- In the unlikely event of the issue not being resolved, you can make a complaint through the school’s complaint procedure which is available on our website. A paper copy is available at the School Office

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils?

As described in previous sections, the Governing Body delegates the responsibility to the Head teacher and SENDCo to involve external agencies as required to support children and families. The Governing Body has a named Governor and Assistant Governor with particular interest in SEND who conduct regular monitoring visits to school and the Head teacher’s termly report to Governors includes a section on SEND

Can parents have the contact details of support services for the parents and carers of pupils with SEND, including those for arrangements made in accordance with clause 32?

If parents wish to contact any support services, their up to date contact details are available from the SENDCo

How does Willesley manage the arrangements for supporting pupils with SEND in transferring between phases of education?

At Willesley Primary School, we recognise that transition from Primary School to Secondary School, or from Willesley to another setting at any age, can be difficult for all children, especially those with SEND and so we take steps to ensure that any transition is as smooth as possible.

- We have a programme in place for welcoming all new learners to our setting.
- We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also liaise closely with their current school or pre-school setting and undertake a visit to that setting to discuss the child's needs with their current key worker.
- If your child is moving to another school we will contact the school SENDCo and ensure that he/she knows about any special arrangements or support that needs to be made for your child. We discuss the paperwork, as far as possible, to ensure the information is fully understood
- In addition we will make sure that all records about your child are passed on as soon as possible.
- When your child moves classes in school we ensure that all information will be passed on to the new class teacher in advance and a discussion about the needs of all pupils will be discussed at a transition meeting. All pupil passports will be shared with the new class teacher. If a classroom assistant is to be intensively involved with the child's life at school, this person will be present at as many of the meetings as possible.
- If your child is transferring to high school, a transition programme will be put into place. We have a very good relationship with Ivanhoe College and we share information to support pupils' learning and well-being at a meeting in the summer term.
- Your child will have the opportunity to visit their new school
- Further support is provided as necessary for those with SEND including additional visits to the new setting as offered by the High School, both individually and as part of an enhanced transition programme for identified pupils. If required, staff from Willesley will accompany them on their additional transition visits
- If your child has complex needs, then an EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend. This usually takes place in the autumn term in your child's last year at Willesley. This may also take place at the pre-school setting for children with an EHCP and complex needs if that child is due to start school in Foundation Stage

The name of and contact details of SEND co-ordinator

Mrs Gillian Pearson

01530 413654

office@willelsy.leics.sch.uk

You can find Leicestershire's local offer here:

www.leicestershire.gov.uk

The Local Offer describes the types of support available in Leicestershire for children and young people with SEND and Disability in the age range of birth to 25 years of age.

Head teacher Contact Details: office@willelsy.leics.sch.uk

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